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ABSTRACT

At Evergreen Valley College (EVC) and San Jose City College (SJCC), there are five levels of English-as-a-Second-Language (ESL) instruction below Transfer Level English (English 1A). A student cannot graduate until English 1A has been completed successfully. A study was conducted to determine the number and percentage of ESL students who began at each level and who reached a position to take college-level courses, to graduate, and to transfer. All new ESL students without previous college experience who began in fall 1988 were tracked over 4 academic years to determine how many reached completed the ESL prerequisites to take college-level courses and how many completed Transfer English. Study findings included the following: (1) of the 456 ESL students who began at the various levels, only 15% completed English 1A within 4 years; (2) the higher the level at which ESL students started, the more likely they were to reach English 1A; (3) only 9% of ESL 342 (Basic Writing Skills 1, five levels below English 1A) students persisted; (4) 32% of ESL 332 (Basic Writing Skills 2) students persisted to college-level work, while 43% of ESL 322 (Sentence Development) students persisted; (5) female ESL students entering SJCC and EVC at the lowest levels of ESL writing persisted to complete English 1A at a higher rate than male ESL students entering at the same levels; (6) 82% of ESL students at EVC and 60% of the ESL students at SJCC were Asian and accounted for 98% at EVC and 71% at SJCC of the total group that persisted through English 1A. (KP)

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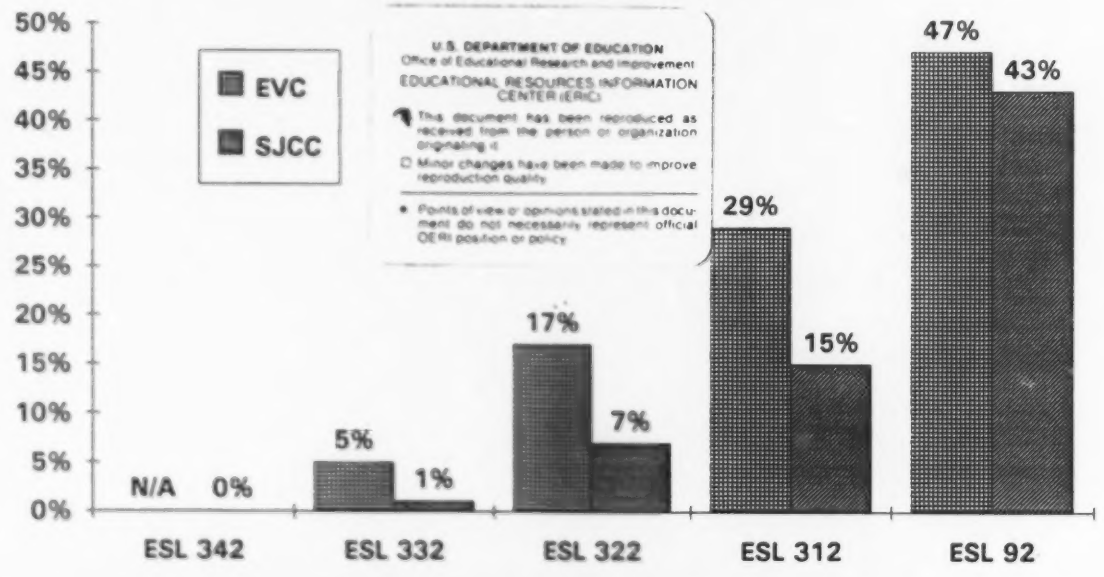
Percentage of New F88 College Students Persisting to Transfer Level English From Various Levels of ESL Writing Courses
EVC & SJCC F88 - S92



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COMMENT:

After four years, of the 456 new college students who began in various English-as-a-Second-Language writing courses Districtwide in Fall 1988:

- None who started in the beginning level, ESL 342, had completed Transfer Level English
- Only 5% (EVC) and 1% (SJCC) who started in ESL 332 had completed Transfer Level English
- About half of those beginning in ESL 92 (EVC=47%; SJCC=43%) had persisted through Transfer Level English

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A Title III Project

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ESL PERSISTENCE: A SUMMARY REPORT

Background:

There are five levels of ESL below Transfer Level English (1A). A student cannot graduate until English 1A is successfully completed. There are three levels of ESL below ESL 312 and 313, the writing and reading courses which must be successfully completed in order to enter most college level courses. If the goal of precollegiate courses is to assist students in entering college level work and is to help students graduate or transfer, it is helpful to know the number and percentage of students who begin at each level and who reach a position to take college level courses, to graduate, and to transfer. The following report provides that data.

Method:

All new ESL students (those without previous college experience) who began at each ESL level at both campuses in Fall 1988 were tracked over four academic years to determine how many reached a position to take college level courses and how many completed transfer English. After the initial ESL semester, credit was given to all students gaining competency in subsequent levels of ESL or their II, LS, or English equivalents.

Abbreviations and Definitions:

SJCC = San Jose City College
EVC = Evergreen Valley College
ESL = English as a Second Language: Courses are designed for non-native speakers or speakers of standard English as a second dialect who have varying degrees of proficiency as defined through placement testing and final examination.
ESL 342--Basic Writing Skills I, five levels below Transfer English
ESL 343--Basic Reading Skills I, five levels below Transfer English
ESL 332--Basic Writing Skills 2, four levels below Transfer English
ESL 333--Basic Reading Skills 2, four levels below Transfer English
ESL 322--Sentence Development, three levels below Transfer English
ESL 323--Reading and Vocabulary Development, three levels below Transfer English
ESL 312--Paragraph Development/ESL Focus, two levels below Transfer English
ESL 313--ESL Introduction to College Reading, two levels below Transfer English
ESL 92 --Fundamentals of Composition--ESL Focus, one level below Transfer English
ESL 103--ESL College Reading, one level below Transfer English
Trans Engl = Transfer Level English: ESL 1A or English 1A
Pers = Persistence: Successfully continuing to the next level after gaining competency in the previous level

Ethnic Groups
IND = American Indian/Alaskan native
FIL = Filipino
BLK = Black
MID = Middle Eastern
PAC = Pacific Islander (Guam, Samoa, etc.)
ASN = Asian
HSP = Hispanic
WHT = White, non-Hispanic
OTH = Other non-White
DCL = Decline to state
UNK = Unknown

Benchmark Ethnic Groups
ASN = ASN + FIL + PAC
BLK = BLK
HSP = HSP
WHT = WHT
OTH = OTH + IND + MID

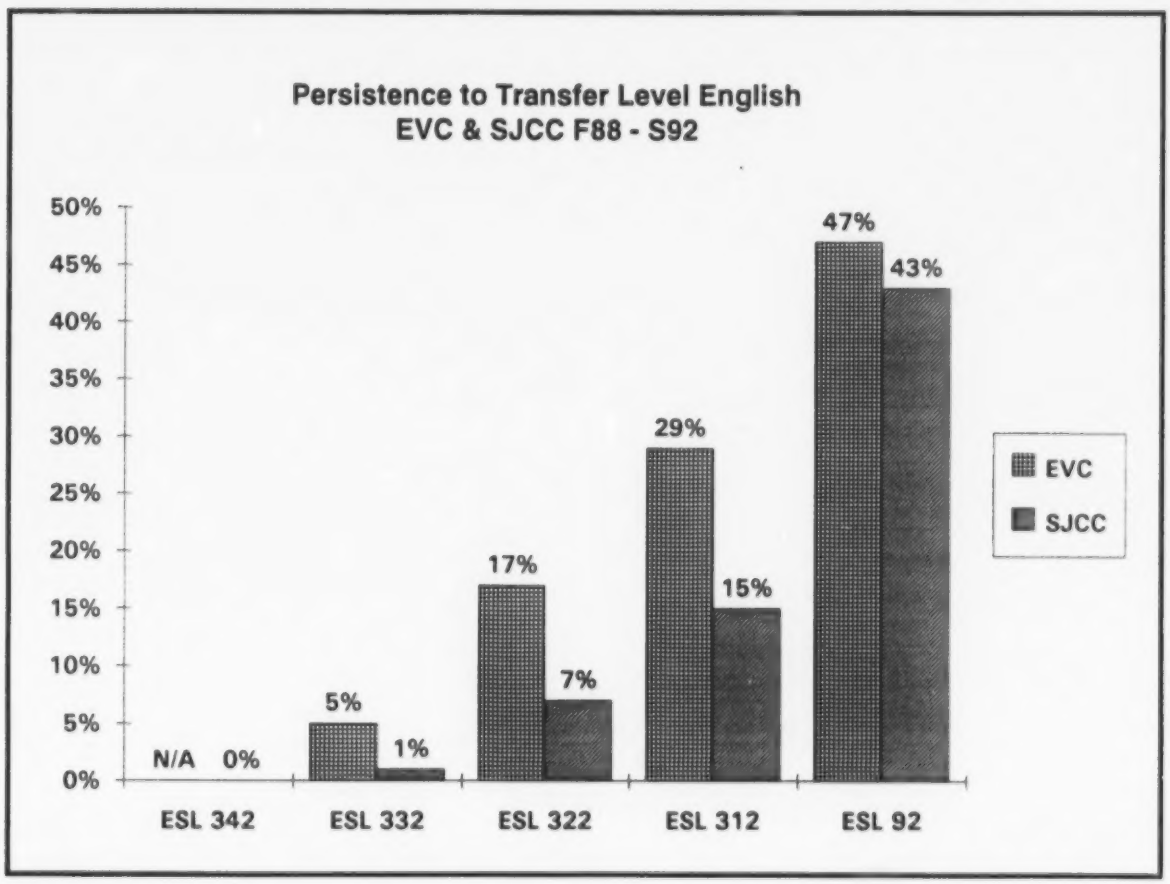
Note: DCL & UNK are not represented in the benchmark figures.

It is benchmark data which is presented in this report.

Persistence of ESL Writing Students to Transfer Level Writing
Evergreen Valley College and San Jose City College

Question: What are the differences in persistence to Transfer Level English over four academic years for students with no previous college experience who started in ESL 342, ESL 332, ESL 322, ESL 312, and ESL 92 at EVC and SJCC in Fall 1988?

	ESL 342	ESL 332	ESL 322	ESL 312	ESL 92
EVC	N/A	5%	17%	29%	47%
SJCC	0%	1%	7%	15%	43%



Answer: Students at EVC beginning in ESL 322 and 312 were much more likely to complete Transfer Level English compared to SJCC. The reasons are unclear, but worth exploring. Students at both EVC and SJCC beginning below ESL 92 are much less likely to complete Transfer Level English than those starting at the ESL 92 level.

Of the 456 ESL new college students who began at various writing levels in F88 Districtwide, only 67 (15%) completed Transfer Level English within four years.

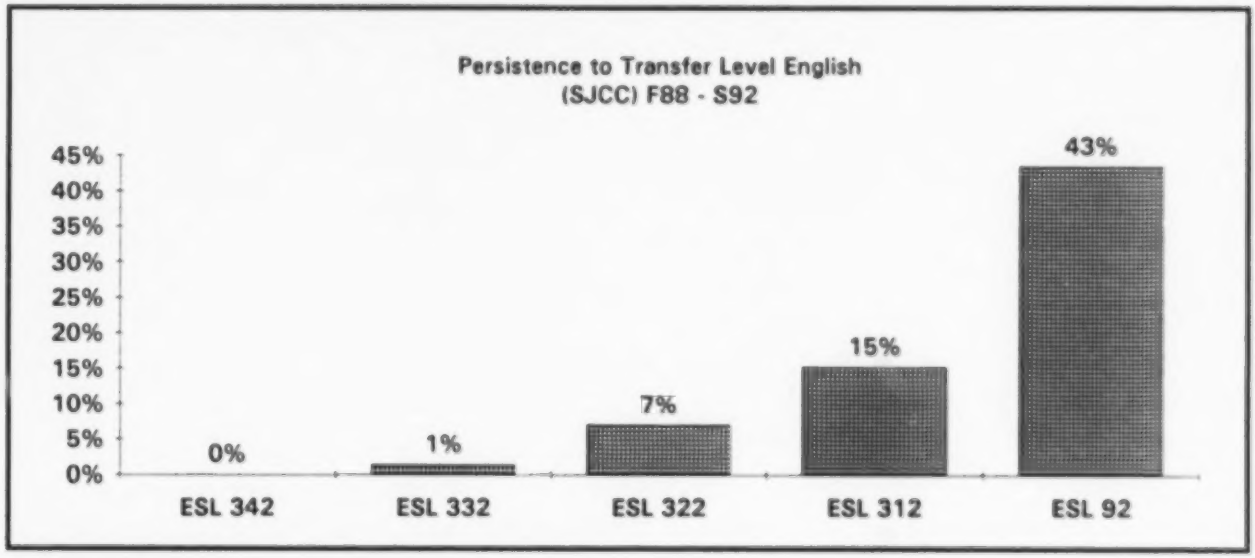
Persistence of ESL Writing Students to Transfer Level Writing

San Jose City College

Question: What are the differences in persistence to Transfer Level English over four academic years for students with no previous college experience who started in ESL 342, ESL 332, ESL 322, ESL 312, and ESL 92 at SJCC in Fall 1988?

Course	#LBTLE*	Original #	# Pers	% Pers
ESL 342	5	68	0	0%
ESL 332	4	72	1	1%
ESL 322	3	43	3	7%
ESL 312	2	46	7	15%
ESL 92	1	23	10	43%
Total		252	21	8%

*Number of Levels Below Transfer Level English



Answer: It is clear that the higher the level at which an ESL student starts, the more likely he/she is to reach Transfer level English.

Comments: Students at the ESL 342, 332 and 322 levels, like our Math 310 (Arithmetic) students, are highly unlikely to ever reach transfer level English and be in a position to graduate. Only 9% of F88 ESL 342 students completed ESL 312 which is necessary to take college level work. The following percentages of students beginning in ESL 342, 332, and 322 completed ESL 312 during four academic years:

Began in:	Completed ESL 312
ESL 342	9%
ESL 332	18%
ESL 322	40%

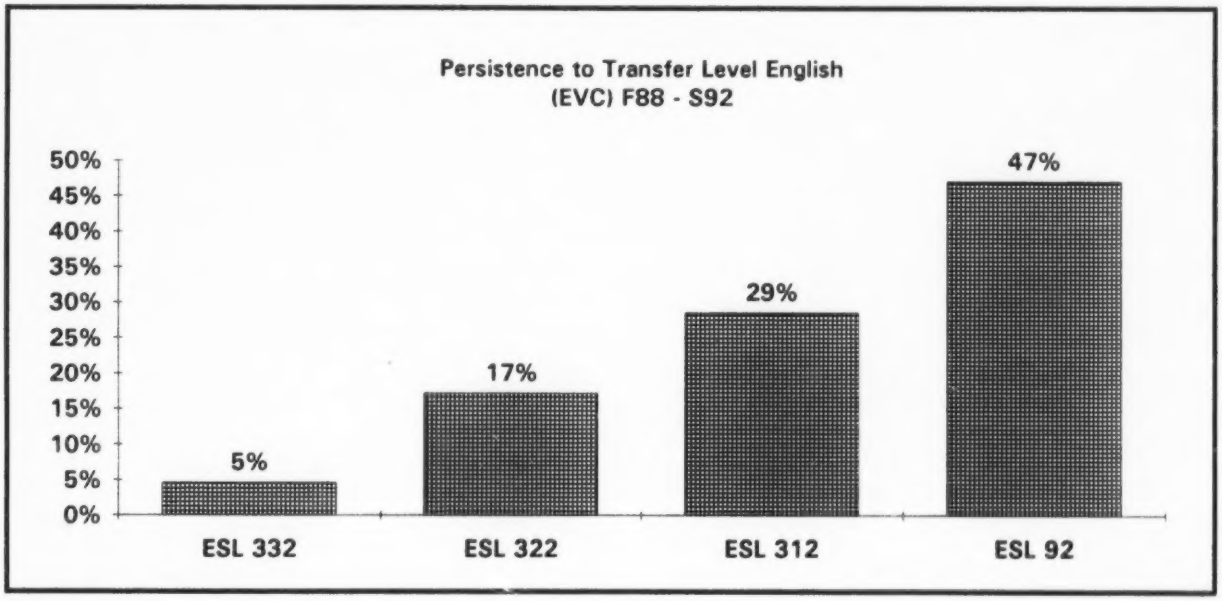
Persistence of ESL Writing Students to Transfer Level Writing

Evergreen Valley College

Question: What are the differences in persistence to Transfer Level English over four academic years for students with no previous college experience who started in ESL 332, ESL 322, ESL 312, AND ESL 92 at EVC in Fall 1988?

Course	#LBTLE*	Original #	# Pers	% Pers
ESL 332	4	44	2	5%
ESL 322	3	70	12	17%
ESL 312	2	56	16	29%
ESL 92	1	34	16	47%
Total		204	46	23%

*Number of Levels Below Transfer Level English



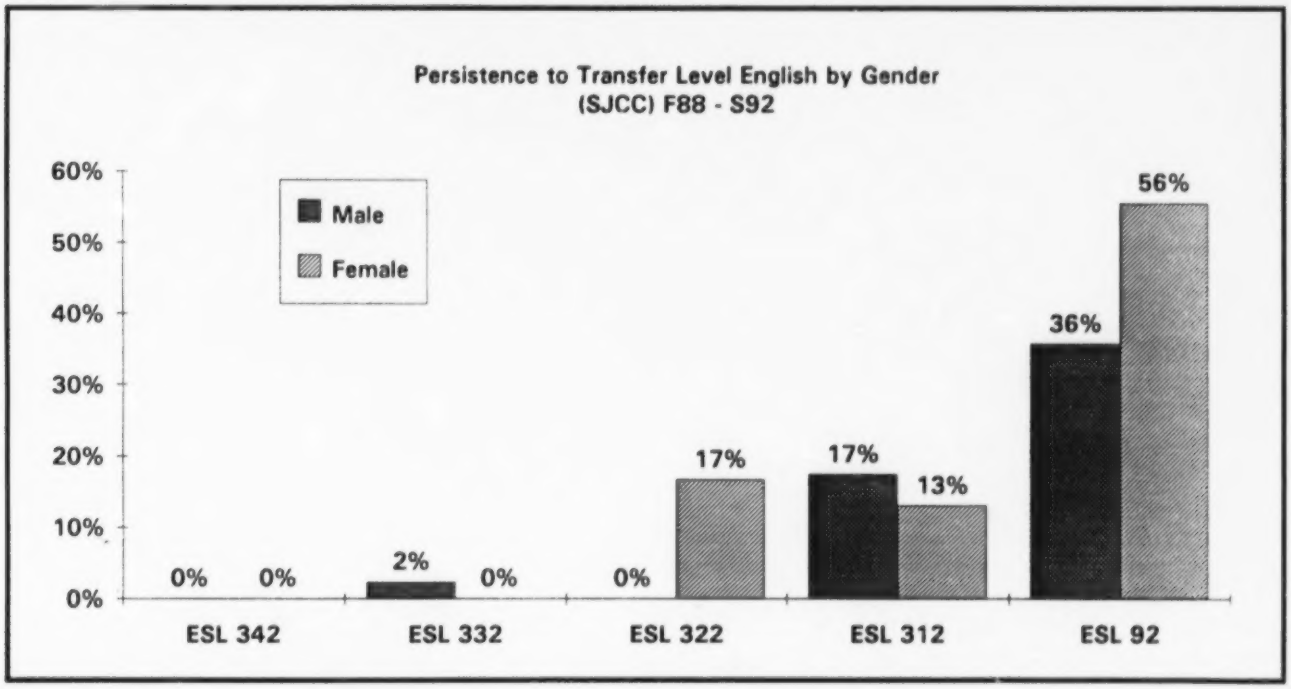
Answer: It is clear that the higher the level at which an ESL student starts, the more likely he/she is to reach Transfer level English.

Comments: Students at the ESL 332 level, like our Math 310 (Arithmetic) students, are highly unlikely to ever reach transfer level English and be in a position to graduate. 32% of F88 ESL 332 students completed ESL 312 (Research Report #506) allowing them to take college level work, while 43% of students who began at the ESL 322 level (Research Report #507) completed ESL 312 and were prepared for college level work.

Persistence of ESL Writing Students to Transfer Level Writing by Gender
San Jose City College

Question: What are the differences by gender in persistence to Transfer Level English over four academic years for students with no previous college experience who started in ESL 342, ESL 332, ESL 322, ESL 312, and ESL 92 at SJCC in Fall 1988?

	Original #		# Pers		% Pers	
	Male	Female	Male	Female	Male	Female
ESL 342	39	29	0	0	0%	0%
ESL 332	44	28	1	0	2%	0%
ESL 322	25	18	0	3	0%	17%
ESL 312	23	23	4	3	17%	13%
ESL 92	14	9	5	5	36%	56%
Total	145	107	10	11	7%	10%



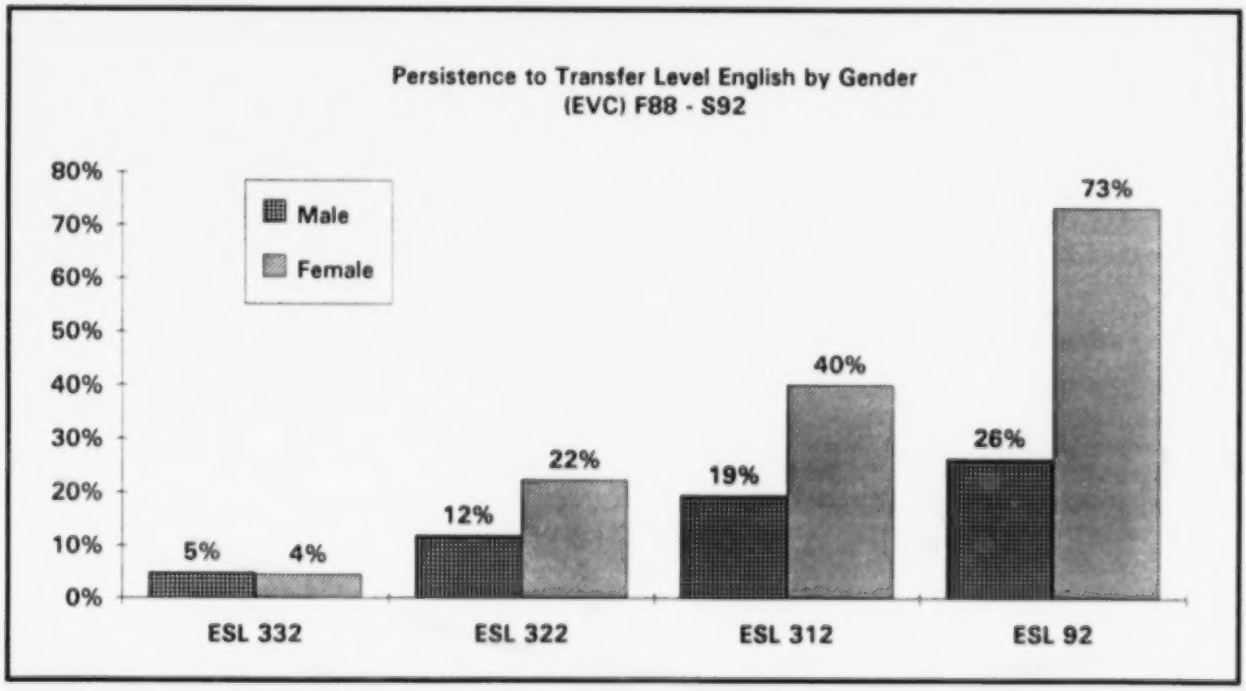
Answer: Of 183 students beginning in F88 in the three lowest levels of ESL writing, only three females and one male persisted through Transfer English within four years. As at EVC (73% to 26%), the percentage of female ESL 92 students completing Transfer English (56%) was notably higher than that of males (36%). Although the numbers were small, the trend seems to be consistent. What happens to the ESL males in English 92?

Recommendation: In-class counseling and recruitment of ESL students could perhaps help encourage the males in particular to persist through Transfer English.

Persistence of ESL Writing Students to Transfer Level Writing by Gender
Evergreen Valley College

Question: What are the differences by gender in persistence to Transfer Level English over four academic years for students with no previous college experience who started in ESL 332, ESL 322, ESL 312, and ESL 92 at EVC in Fall 1988?

	Original #		# Pers		% Pers	
	Male	Female	Male	Female	Male	Female
ESL 332	21	23	1	1	5%	4%
ESL 322	34	36	4	8	12%	22%
ESL 312	31	25	6	10	19%	40%
ESL 92	19	15	5	11	26%	73%
Total	105	99	16	30	15%	30%



Answer: Of 114 students beginning in F88 in the two lowest levels of ESL writing, only nine females and five males persisted through Transfer English within four years. There is a striking difference in persistence toTransfer English for female ESL students compared to male ESL students; 22% to 12% in ESL 322; 40% to 19% in ESL 312; a whopping 73% to 25% for ESL 92. Low numbers should be noted.; however, the trend is consistent. The differences were not so pronounced at SJCC. What happens to the ESL males?

Recommendation: In-class counseling and recruitment of ESL students could perhaps help encourage the males in particular to persist through Transfer English.

Persistence of ESL Writing Students to Transfer Level Writing by Ethnicity
Evergreen Valley College and San Jose City College
Fall 1988 - Spring 1992

Question: What was the ethnic distribution of new Fall 1988 ESL writing students at EVC and SJCC , and what were the persistence rates of each group through Transfer Level English over four academic years?

EVC	Original #					# Pers					% Pers				
	ASN	BLK	HSP	WHT	OTH	ASN	BLK	HSP	WHT	OTH	ASN	BLK	HSP	WHT	OTH
ESL 332	36	0	7	0	1	2	0	0	0	0	6%	0%	0%	0%	0%
ESL 322	53	0	10	3	4	12	0	0	0	0	23%	0%	0%	0%	0%
ESL 312	49	0	7	0	0	16	0	0	0	0	33%	0%	0%	0%	0%
ESL 92	29	0	4	0	1	15	0	1	0	0	52%	0%	25%	0%	0%
Total	167	0	28	3	6	45	0	1	0	0	27%	0%	4%	0%	0%

SJCC	Original #					# Pers					% Pers				
	ASN	BLK	HSP	WHT	OTH	ASN	BLK	HSP	WHT	OTH	ASN	BLK	HSP	WHT	OTH
ESL 342	39	2	25	1	1	0	0	0	0	0	0%	0%	0%	0%	0%
ESL 332	43	1	16	0	12	0	0	1	0	0	0%	0%	6%	0%	0%
ESL 322	25	1	14	0	3	2	0	1	0	0	8%	0%	7%	0%	0%
ESL 312	28	3	13	0	2	5	0	1	0	0	18%	0%	8%	0%	0%
ESL 92	16	0	5	0	2	8	1	1	0	1	50%	0%	20%	0%	50%
Total	151	7	73	1	20	15	1	4	0	1	10%	14%	5%	0%	5%

Total Population of New ESL Writing Students Who Began in Fall 1988

	ASIAN		BLACK		HISPANIC		WHITE		OTHER		TOTAL	
	#	%	#	%	#	%	#	%	#	%	#	%
EVC	167	82%	0	0%	28	14%	3	1%	6	3%	204	45%
SJCC	151	60%	7	3%	73	29%	1	0%	20	8%	252	55%
SJ/ECCD	318	70%	7	2%	101	22%	4	0%	26	6%	456	100%

Of 456 new F88 ESL writing students, only 37 were not Asian or Hispanic; there were 7 Blacks, 4 Whites, and 26 Others...

Number and Percent who Persisted Through Transfer English Within Four Academic Years

	ASIAN		BLACK		HISPANIC		WHITE		OTHER		TOTAL	
	#	%	#	%	#	%	#	%	#	%	#	%
EVC	45	98%	0	0%	1	2%	0	0%	0	0%	46	69%
SJCC	15	71%	1	5%	4	19%	0	0%	1	5%	21	31%
SJ/ECCD	60	90%	1	1%	5	7%	0	0%	1	1%	67	100%

...Only two of these 37 persisted through Transfer English within four years; both were SJCC students, one Black and one Other.

Answer: The vast majority of new F88 ESL students at EVC were Asian (82%) and they accounted for 98% of the total group of 46 at that college who completed Transfer English by the end of Spring 1992. In contrast, almost a third of the new F88 ESL writing students at SJCC were Hispanic (73 of 252); however, only 4 of these students (19% of the group of 21) completed Transfer English within the four years of the study. Asians made up 60% of the original SJCC cohort (151 of 252) and were 71% (15 of 21) of those persisting through Transfer Level English from that college. Of the 138 non-Asians in the beginning cohort Districtwide, only 7 (5%) continued through Transfer Level; 19% of the Asian students (60 of 318) persisted.

SJ/ECCD ESL WRITING COMPETENCY RATES AFTER FOUR ACADEMIC YEARS F88 - S92

Students gained competency in: ⇒⇒		F88 Cohort		ESL 342		ESL 332		ESL 322		ESL 312		ESL 92		Trans Engl	
				#	%	#	%	#	%	#	%	#	%	#	%
Students started in:	ESL 342	SJCC	68	38	56%	18	26%	11	16%	6	9%	1	1%	0	0% SJCC
Students started in:	ESL 332	SJCC	72			48	67%	25	35%	13	18%	4	6%	1	1% SJCC
		EVC	44			28	64%	22	50%	14	32%	6	14%	2	5% EVC
Students started in:	ESL 322	SJCC	43					38	88%	17	40%	6	14%	3	7% SJCC
		EVC	70					56	80%	30	43%	24	34%	12	17% EVC
Students started in:	ESL 312	SJCC	46							34	74%	18	39%	7	15% SJCC
		EVC	56							38	68%	31	55%	16	29% EVC
Students started in:	ESL 92	SJCC	23									17	74%	10	43% SJCC
		EVC	34									23	68%	16	47% EVC
	TOTAL	SJCC	252	38		66		74		70	31%	46	18%	21	8% SJCC
	TOTAL	EVC	204	0		28		78		82	48%	84	41%	46	23% EVC
ESL WRITING	TOTAL	SJ/ECCD	456	38		94		152		152	38%	130	29%	67	15% DIST.

SJ/ECCD ESL READING COMPETENCY RATES AFTER FOUR ACADEMIC YEARS F88 - S92

Students gained competency in: ⇒⇒		F88 Cohort		ESL 343		ESL 333		ESL 323		ESL 313		ESL 103		Trans Engl	
				#	%	#	%	#	%	#	%	#	%	#	%
Students started in:	ESL 343	SJCC	84	50	60%	25	30%	10	12%	5	6%	2	2%	0	0% SJCC
Students started in:	ESL 333	SJCC	64			43	67%	24	38%	13	20%	5	8%	1	2% SJCC
		EVC	63			47	75%	26	41%	15	24%	10	16%	5	8% EVC
Students started in:	ESL 323	SJCC	39					34	87%	19	49%	7	18%	1	3% SJCC
		EVC	45					38	84%	27	60%	15	33%	6	13% EVC
Students started in:	ESL 313	SJCC	31							24	77%	16	52%	6	19% SJCC
		EVC	62							51	82%	32	52%	19	31% EVC
Students started in:	ESL 103	SJCC	21									16	76%	8	38% SJCC
		EVC	5									5	100%	4	80% EVC
	TOTAL	SJCC	239	50		68		68		61	28%	46	19%	16	7% SJCC
	TOTAL	EVC	175	0		47		64		93	55%	62	35%	34	19% EVC
ESL READING	TOTAL	SJ/ECCD	414	50		115		132		154	40%	108	26%	50	12% DIST.